A Predictive Model of Interrelated Factors Influencing Speaking Self-Efficacy

Stachus Peter Tu
Shimane University

Reference Data:

Tu, S. P. (2026). A predictive model of interrelated factors influencing speaking self-efficacy. In B. Lacy, M. Swanson, & H. Yoder (Eds.), *LanguageS: Learning, Teaching, Assessing – JALT 50 Years – Challenges and Perspectives*. JALT. https://doi.org/10.37546/JALTPCP2025-14

In Japanese EFL classrooms, icebreakers are widely used to build community and support speaking confidence, but their effectiveness for lower-proficiency learners remains unclear. This study examines the relationships among English-only icebreakers, classroom community, fear of evaluation, and speaking self-efficacy among CEFR Basic User-level Japanese EFL learners, using questionnaire data from 216 students and structural equation modeling. Results show that English-only icebreakers did not predict classroom community but had the strongest direct effect on speaking self-efficacy. The classroom community predicted fear of positive evaluation but not negative evaluation. Overall, while icebreakers may enhance confidence, an English-only approach may limit learners' ability to build classroom relationships, suggesting a need for adaptation in their implementation for lower-proficiency learners.

日本のEFL教室では、アイスブレーカー活動は教室内におけるコミュニティ形成や発話への自信向上のために広く用いられているが、初級学習者への有効性は明確ではない。本研究では、英語のみのアイスブレーカー、教室内コミュニティ、肯定的・否定的な評価への不安、スピーキング自己効力感の関係を、CEFR基礎段階の日本人英語学習者216名を対象に検討した。質問紙調査と構造方程式モデリングの結果、英語のみのアイスブレーカーは教室内コミュニティを予測しなかった一方、スピーキング自己効力感に最も強い直接効果を示した。また、教室内コミュニティは、肯定的評価への不安は予測したが、否定的評価への不安は予測しなかった。このことから、アイスブレーカー活動は、自信向上に有効である一方、英語のみの実施は人間関係構築を制限する可能性があり、初級学習者には実施方法の工夫が必要と示唆される。

Lower-proficiency EFL learners often struggle to develop speaking confidence, yet the classroom factors that most effectively support this development still require investigation. Anxiety is most pronounced during spontaneous speaking situations such as group discussions and conversations (Jalleh et al., 2021). Muroya (2023) specified that the anxiety experienced by English learners in Japan is culturally shaped by a strong concern for others' perceptions.

In spite of research that has separately identified individual causes of anxiety, such as evaluation-based fears and classroom community, there is no holistic model that describes how these factors interact among English learners who are sensitive to evaluations from peers. Based on Goffman's (1955) concept of face and Brown and Levinson's (1987) politeness theory, it is postulated that classroom community influences evaluation-based fears, with both of these factors simultaneously impacting speaking efficacy during conversations. The current investigation is aimed at developing a holistic model that predicts the relationship between these factors, while considering the English-only icebreakers that are implemented by learners' instructors.

This article reports on the development of a holistic model predicting the relationships among English-only icebreakers, classroom community, fear of negative evaluation, fear of positive evaluation, and conversation-focused speaking self-efficacy, among CEFR Basic Users of English. The study involves 216 university-level Japanese L2 English learners.

Literature Review

Fear of Evaluation and Speaking Efficacy

Self-efficacy refers to individuals' beliefs in their capability to organize and execute the actions required to achieve specific outcomes (Bandura, 1997). Several studies (Kamal et al., 2025; Okyar, 2023) found evidence that the fear of negative evaluation negatively impacts the speaking efficacy of English learners, with a significant negative correlation

between the two. These studies also indicated that a greater degree of fear of negative evaluation predicted lower speaking efficacy in both academic and language learning contexts. Kamal et al. (2025) and Okyar (2023) also found that among factors related to anxiety, the fear of negative evaluation is often the strongest predictor of poor speaking outcomes. Additionally, poor performance exhibited by learners during speaking tasks, such as avoidance, overthinking, and reduced participation, were found to be caused by the anxiety that arises from the fear of negative evaluation. Such anxiety contributed to diminishing confidence and speaking ability over time (Busch et al., 2023; Gomez et al., 2023). Grieve et al. (2021) also found that during speaking tasks, learners reported that the fear of being negatively judged directly damaged their experiences and willingness to participate.

Similarly, fear of positive evaluation was found to have the potential to significantly disrupt social interactions. In the classroom, a student experiencing fear of positive evaluation may feel anxious after receiving praise, worrying that others now expect them to perform at a higher level in future tasks. Botkin et al. (2021) and Rassaby et al. (2024) found that individuals with higher fear of positive evaluation reported more anxiety during social interactions and were more likely to avoid eye contact and minimize participation. The fear of positive evaluation is associated with negative emotions and reduced desire for future interaction, both from the perspective of the individual and as rated by observers or conversation partners (Botkin et al., 2021; Rassaby et al., 2024). These two studies noted that observers and conversation partners rated individuals with high fear of positive evaluation as displaying more anxious behaviors and being less approachable, which can further hinder the development of social connections. Botkin et al. (2021) noted that the fear of positive evaluation is related to observable deficits in social skills, particularly in situations involving unfamiliar peers or settings.

Benefits of Classroom Community

Politeness theory (Brown & Levinson, 1987) explains how people use language to manage social relationships by protecting their own and others' face, especially during potentially threatening acts such as criticism, requests, or disagreement, and suggests that evaluation-related fears, often rooted in concerns about face loss, can be alleviated when interpersonal distance is reduced and the classroom environment becomes more supportive. A consistent finding across studies is that social dynamics in the classroom, especially a sense of community, peer support, and group cohesion, are linked to lower foreign language anxiety, greater confidence, and a stronger willingness to communicate (Huang, 2023; Solhi, 2023). These effects also depend on more immediate social conditions, such as how familiar students are with their classmates and the type of speaking task, both of which shape anxiety and confidence (Humphries et al., 2023; Karunanayake, 2022). More broadly, research suggests that peer relationships play an important role not only in reducing anxiety but also in improving performance outcomes, including proficiency, task effectiveness, and academic achievement (Carrillo et al., 2019; Chung et al., 2018; Dewaele et al., 2018; Jin & Dewaele, 2018; Lamere & Kennedy, 2020; Wentzel et al., 2018). In particular, having close, supportive classmates appears to help mitigate negative emotions, increase comfort, and strengthen overall classroom cohesion, all of which contribute to more positive learning experiences (Theobald et al., 2017; Wang et al., 2021).

Impact of Icebreakers

Students and instructors consistently reported that icebreakers enhance classroom participation, while also reducing anxiety among learners (Madden & Robinson, 2025). These activities are seen as beneficial for interaction and can serve to alleviate the lack of confidence among students (Kurdi & Meena, 2023). Specifically, the effect in speaking courses was noted by Pulaski (2007), who found that icebreakers improved students' ability to speak publicly and reduced speaking anxiety when they became familiar with each other. While the benefits of icebreakers are widely recognized, Wali et al. (2025) noted that their implementation varies considerably across classrooms, particularly in terms of language use, structure, and interaction (However, there is virtually no data on the exact ratio of the use of L1 versus L2 icebreakers). These differences are consequential, as they may shape how effectively icebreakers influence classroom community, evaluation-related anxiety, and speaking self-efficacy. This makes it necessary to examine not only their use, but the specific ways in which they are implemented.

Identifying a model that predicts the relationships among English-only icebreakers, classroom community, fear of negative evaluation, fear of positive evaluation, and conversation-based speaking efficacy can inform pedagogical strategies aimed at enhancing speaking confidence in learners who are particularly susceptible to fear of negative evaluation. This paper builds on existing theoretical frameworks that stem from politeness theory (Brown & Levinson, 1987) by proposing that icebreakers enhance classroom community and speaking efficacy, in that stronger classroom community should reduce both fear of negative and positive evaluation, which in turn further improves speaking efficacy. The current research was designed to evaluate this via the following inquiries:

RQ1. To what degree do English-only icebreakers predict classroom community?

RQ2. To what degree do English-only icebreakers and classroom community predict evaluation-related fears?

RQ3. To what degree do English-only icebreakers, classroom community, and evaluation-related fears predict speaking self-efficacy?

Method

Participants and Procedures

The data collection for the study was conducted over 20 minutes during one 100-minute class in June 2025, by administering a 50-item questionnaire to 216 participants. The participants were CEFR Basic Users and were first- and second-year students between the ages of 18 to 20 who were enrolled at a Japanese national university. The categorization of participants' English proficiencies was based on the CEFR (Council of Europe, 2001). The students belonged to the education, engineering, human sciences, law, life sciences, and materials for energy departments. They were enrolled in a compulsory university-wide English communication program that placed students into independent-level classes, each following a standardized syllabus specific to its level. Data were collected from 10 basic-user-level classes, each with an average of 25 students, taught by three instructors. Placement into each level was determined by students' most recent TOEIC Listening and Reading Test scores. Participants belonged to a group that generally had a CEFR A2 speaking proficiency, based on the instructors' judgement, and a mean TOEIC Listening and Reading Test score of 366.38 (*SD* = 72.50). Table 1 presents the number of participants who opted into the study from each instructor's classes. The study was approved by the Ethics Committee of the host university; all participants provided informed consent before participating in the study.

Table 1

Number of Participants From Each Instructor's Classes

Instructor	Course English Proficiency	Number of Participants
Professor A	Basic user	108
Professor B	Basic user	98
Professor C	Basic user	10

Differences in Icebreaker Implementation Across Instructors

Semi-structured interviews were conducted with the basic-user-level instructors to determine the differences between their standardized courses. Specifically, they were asked to describe activities that were meant to facilitate the development of peer relationships and enhance students' confidence when speaking with their classmates. The interviews determined that only two of the three instructors conducted English-only icebreakers. Professors A and C conducted English-only icebreakers during the first 10 minutes of every class. During these English-only icebreakers, students were randomly assigned a partner and participated in activities. An example of an icebreaker that was conducted by both Professor A and C during 13 of 15 classes was *Two Truths and One Lie*, where students were required, to the best of the instructors' ability, to speak English while sharing information about themselves. Professor B's courses did not include any icebreakers due to self-reported time constraints, and no activities were implemented to help students become acquainted with one another.

Instruments

The questionnaire, administered via Google Forms, contained items derived from four psychometric scales. All of the measures demonstrated internal consistency, which was calculated by including all items in the questionnaire. Due to copyright restrictions, examples of these items are not included in this paper but can be found in the original publications by the scales' creators. The first section of the questionnaire was the Classroom Community Scale (CCS), which is a psychometric scale that is used to measure how connected students feel towards their classmates (Rovai, 2002). This scale has 20 items rated on a 5-point Likert-type scale, with 10 reverse-scored items that detect response bias. The current study used the Japanese version of the CCS, which was developed and validated for Japanese subjects by Miyazoe (2009).

The second section of the questionnaire was the Brief Fear of Negative Evaluation Scale (BFNE), which is a psychometric scale that is used to measure fear of negative evaluation (Leary, 1983). This scale consists of 12 items rated on a 5-point Likert-type scale, with four reverse-scored items that detect response bias. The Japanese version of the BFNE (Okawa et al., 2021; Okawa et al., 2024) was used. The current study contextualized the instructions by including the phrase *in this English class* in order to measure participants' fear of negative evaluation specific to their classmates; the actual items on the questionnaire were not modified.

The third section in the questionnaire was the Fear of Positive Evaluation Scale (FPES), which is a psychometric scale that is used to measure fear of positive evaluation (Weeks et al., 2008). This scale has 10 items rated on a 10-point Likert-type scale, with two reverse-scored items that detect response bias. According to the instructions for the FPES, the two reverse-scored items are not included in the total score, as their purpose is to detect response bias. The Japanese version of the FPES (Maeda et al., 2015) was used. This study contextualized the instructions by including the phrase *classmates in this English class* in order to measure participants' fear of positive evaluation specific to their classmates. Actual items on the questionnaire were not modified.

The last section of the questionnaire drew from the Second and Foreign Language Speaking Self-Efficacy Questionnaire (SSQ), which is a psychometric scale that is used to measure the speaking efficacy of English learners (Phipps, 2023). This scale was developed in both English and Japanese. The current study used eight items from the original Japanese scale, which specifically measured learners' speaking efficacy during two-way conversations. This study also contextualized the instructions by including the phrase *in this English class* in order to measure participants' speaking efficacy in their English class. The eight items on the questionnaire that were used in this study were not modified.

Analysis

This study used confirmatory factor analysis to evaluate the relationships between the variables. The use of English-only icebreakers was considered as a binary variable. *No icebreakers* were coded as 0, and *icebreakers* were coded as 1. In the correlation analysis, the mean for icebreakers represents the proportion of participants coded as 1. Table 2 contains the results of the preliminary correlation analyses that were conducted in SPSS to examine possible relationships between variables, which were later confirmed through path analyses using structural equation modeling in SPSS AMOS. Bootstrapping with 2,000 samples was employed to estimate effect sizes and their 95% confidence intervals. Model fit was evaluated with multiple indices representing different aspects of fit. The chi-square test, comparative fit index (CFI), standardized root mean square residual (SRMR), and root mean square error of approximation (RMSEA) were reported. Based on Hu and Bentler (1999), model fit was evaluated using the following criteria: CFI > .95, RMSEA < .06, and SRMR < .08. The model (see Figure 1) demonstrated excellent fit. Consistent with previous studies on Japanese subjects (Okawa et al., 2021; Okawa et al., 2024), the residuals of BFNE and FPES were allowed to covary.

Table 2

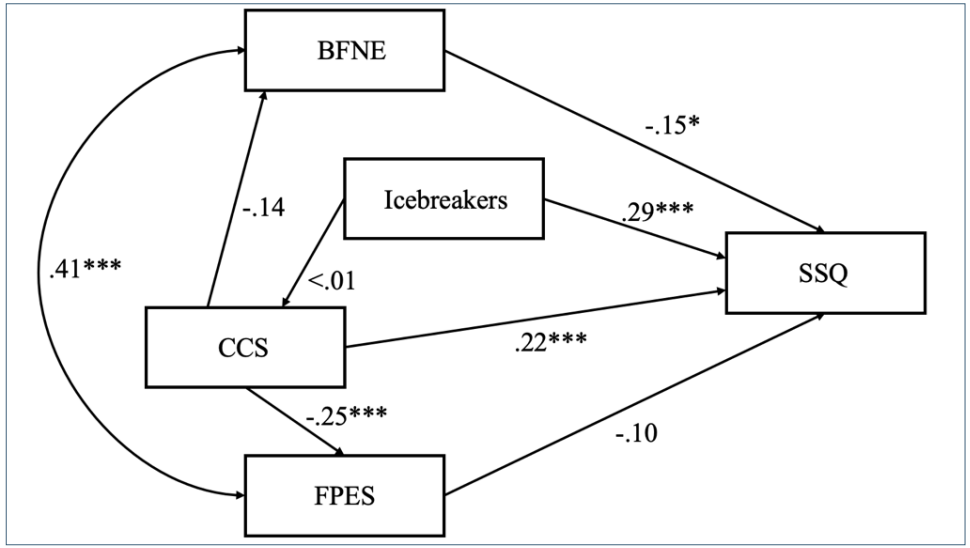
Descriptive Statistics and Correlations for Participants

Variable	*n*	*M*	*SD*	1.	2.	3.	4.
1. Icebreaker	216	0.55	-	-			
2. CCS	216	69.70	9.55	-0.00	-		
3. BFNE	216	39.20	9.97	-0.05	-.14*	-	
4. FPES	216	26.12	11.63	0.08	-.25***	.43***	-
5. SSQ	216	21.45	5.95	.29***	.27***	-.24***	-.20**

Note. * $p < .05$, ** $p < .01$, *** $p <. 001$.

Figure 1

Comparison of Standardized Effect Sizes (β)



Note. * $p < .05$, ** $p < .01$, *** $p <. 001$. $\chi^2(2) = 3.12$, $p = .211$, CFI = .99, RMSEA = .051, SRMR = .025.

Results

English-Only Icebreakers Predicting Classroom Community

The following results address the degree to which English-only icebreakers predict classroom community. As shown in Table 3, English-only icebreakers accounted for virtually no variance in classroom community among basic users (R^2 = .000), and the direct effect was not significant.

Table 3

Effect of English-Only Icebreakers Towards Classroom Community

Path to CCS	*b*	β	*SE*	95% CI		*p*
				LL	UL	
Basic users						
>Icebreaker→CCS						
>>Direct effect	-0.028	-0.001	1.284	-2.977	2.28	0.945

Variables Predicting Evaluation-Related Fears

The following results address the degree to which English-only icebreakers and classroom community predict evaluation-related fears. As shown in Table 4, classroom community and English-only icebreakers accounted for 1.9% of the variance in fear of negative evaluation among basic users (R^2 = .019); however, the effects were not significant. The percentage of variance is determined by the value of the R^2.

Table 4

Effects of Classroom Community and Icebreakers Towards Fear of Negative Evaluation

Path to BFNE	*b*	β	*SE*	95% CI		*p*
				LL	UL	
Basic users						
>CCS→BFNE						
>>Direct effect	-0.142	-0.136	0.082	-0.298	0.025	0.096
>Icebreaker→BFNE						
>>Indirect effect	0.004	0.000	0.208	-0.370	0.563	0.902

As shown in Table 5, classroom community had a significant negative direct effect on fear of positive evaluation, whereas English-only icebreakers did not exert a significant indirect effect on fear of positive evaluation. The model explained 6.4% of the variance in fear of positive evaluation among basic users (R^2 = .064). Fear of negative evaluation and fear of positive evaluation also showed a significant positive covariance (B = 45.328, β = 0.41, SE = 8.153, p = <.001).

Table 5

Effects of Classroom Community and Icebreakers Towards Fear of Positive Evaluation

Path to FPES	b	β	*SE*	95% CI		*p*
				LL	UL	
Basic users						
>CCS→FPES						
>>Direct effect***	-0.308	-0.253	0.086	-0.487	-0.147	<.001
>Icebreaker→FPES						
>>Indirect effect	0.009	0.000	0.415	-0.657	1.091	0.943

Note. * p < .05, ** p < .01, *** p <. 001.

Variables Predicting Speaking Self-Efficacy

The following results address the degree to which English-only icebreakers, classroom community, and evaluation-related fears predict speaking self-efficacy. As shown in Table 6, English-only icebreakers had a significant positive direct and total effect on speaking self-efficacy. Additionally, classroom community had a significant direct, indirect, and total effect on speaking self-efficacy. While fear of negative evaluation had a significant direct effect on speaking self-efficacy, fear of positive evaluation did not have a significant effect. The model explained 19.7% of the variance in speaking self-efficacy among basic users (R^2 = .197).

Table 6

Effects of Icebreakers and Three Scales Towards Speaking Self-Efficacy

Path to SSQ	*b*	β	*SE*	*95% CI*		*p*
				LL	UL	
Basic users						
>Icebreaker→SSQ						
>>Direct effect***	3.459	0.290	0.73	2.080	4.857	<.001
>>Indirect effect	-0.005	0.000	0.221	-0.561	0.374	0.943
>>Total effect***	3.454	0.289	0.765	1.969	4.943	<.001
>CCS→SSQ						
>>Direct effect***	0.138	0.221	0.041	0.061	0.219	<.001
>>Indirect effect*	0.028	0.045	0.015	0.003	0.063	0.028
>>Total effect***	0.166	0.266	0.041	0.086	0.247	<.001
>BFNE→SSQ						
>>Direct effect*	-0.089	-0.149	0.043	-0.174	-0.011	0.032
>FPES→SSQ						
>>Direct effect	-0.051	-0.099	0.043	-0.129	0.036	0.270

Note. * $p < .05$, ** $p < .01$, *** $p <. 001$.

Discussion

Effect of English-Only Icebreakers on Classroom Community

English-only icebreakers did not significantly predict classroom community among basic users. This suggests that English-only icebreaker activities may not reliably benefit students' peer relationships at earlier proficiency levels. Lower-proficiency learners may face greater linguistic barriers (Lee, 2018; Nguyen, 2008), which can interfere with their ability to become acquainted and build trust with classmates, which is a primary goal of icebreakers highlighted by Stein and Nash (2020).

Effect of English-Only Icebreakers and Classroom Community on Evaluation-Related Fears

Among basic users in this study, English-only icebreakers did not significantly affect classroom community, and consequently, they did not influence evaluation-related fears. Classroom community was not a significant predictor of fear of negative evaluation for these users; however, it did significantly predict fear of positive evaluation. The reduction of one of the evaluation-related fears through increased closeness aligns with this study's theoretical framework, grounded in politeness theory (Brown & Levinson, 1987). However, this study extends previous work by Huang (2023) and Solhi (2023) by suggesting that this reduction may possibly be specific to the fear of positive evaluation among individuals with Japanese backgrounds. This reduction may be attributable to the higher average levels of fear of negative evaluation compared to fear of positive evaluation among some basic users, with the fear of negative evaluation appearing more robust and less susceptible to influences such as classroom community, which exerts only a modest predictive effect.

Effect of English-Only Icebreakers, Classroom Community, and Evaluation-Related Fears on Speaking Self-Efficacy

The combined effects of all variables influencing conversation-based speaking efficacy were sizable for basic users, accounting for 19.7% of the variance. This indicates that the variables included in the model are strong predictors of speaking efficacy. Aligning with the findings of Humphries et al. (2023), classroom community emerged as a significant predictor of increased speaking efficacy for some basic users. Only the fear of negative evaluation emerged as a significant predictor for basic users. This suggests that the speaking efficacy of basic users may be more sensitive to variations in the fear of negative evaluation. The fear of positive evaluation was not a significant predictor of speaking efficacy for some basic users.

English-only icebreakers had the strongest relative effect on predicting speaking efficacy in the model for basic users. These icebreakers significantly predicted speaking efficacy but did not have a significant effect on classroom community. It is possible that the English-only icebreakers functioned primarily as conversation practice, enhancing speaking confidence but not necessarily strengthening relationships among classmates. This aligns with previous studies (Madden & Robinson, 2025; Pulaski, 2007) that found a reduction in anxiety as a result of icebreakers, as this reduction in anxiety was possibly simply a result of feeling more confidence in one's speaking skills due to more frequent

English conversation practice. The reduction in anxiety also aligns with the findings of Kurdi and Meena (2023), who noted that icebreakers primarily serve to address students' lack of confidence.

Conclusion

This study examined how classroom factors interact to shape speaking self-efficacy among lower-proficiency Japanese EFL learners, focusing on whether English-only icebreakers can help build classroom community. The findings suggest their main value lies in directly boosting confidence through repeated speaking opportunities, while classroom community and evaluation-related fears operate along a separate, more affective pathway. Taken together, the results point to a dual-process view of speaking self-efficacy. Confidence can grow through structured speaking practice, but the social environment plays a more limited and selective role, influencing some affective factors, such as fear of positive evaluation, without fully addressing deeper concerns like fear of negative evaluation. This distinction may be more prevalent in the Japanese context; however, further research is needed to confirm this.

At this stage, it is important to note that findings related to variables other than speaking self-efficacy are limited by their small effect sizes. Although statistical significance was observed, the small magnitudes suggest that other factors, such as social anxiety and perfectionism, which were not examined in this study, may exert stronger effects. Future research could incorporate these variables using their respective psychometric scales.

These findings have practical implications. English-only icebreakers alone may not be sufficient to build relationships or reduce anxiety for basic users. Instead, instructors may need to incorporate scaffolding, provide L1 support where classroom policy permits, or gradually increase communicative demands over time. At the same time, maintaining frequent, low-stakes speaking opportunities remains essential for developing confidence. More broadly, the study highlights the need to move beyond one-size-fits-all approaches. Confidence, anxiety, and classroom community do not necessarily develop under the same conditions, and effective instruction should address both the linguistic and emotional dimensions of learning. For example, instructors might provide sentence starters or model dialogues to scaffold participation, allow brief L1 planning time before English interaction, and sequence tasks from individual to pair and group work to gradually increase communicative demands. At the same time, incorporating familiar topics and repeated low-stakes speaking opportunities can help reduce anxiety while maintaining engagement. Such practices align with research showing that foreign language enjoyment and anxiety are shaped by classroom variables and can co-occur (Dewaele et al., 2018). Ultimately, improving speaking self-efficacy may depend on balancing opportunities to speak with conditions that make learners feel comfortable enough to do so. In order to expand upon the findings of this study, future research should also investigate icebreakers that are not limited to English.

Funding Statement

This work was supported by the JSPS KAKENHI [Grant Number 25K16357, Grant Number 25K04290].

Bio Data

Stachus Peter Tu is from the Center of Foreign Language Education at Shimane University in Japan. Stachus' research focuses on pragmatics-based inquiry in university-level EFL classrooms in Japan. Situated within English language education, his work examines how Japanese learners use and interpret language during interactions. A central theme of Stachus' research is the role of face-threatening acts in both L1 Japanese and L2 English interactions among Japanese university students.

References

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Botkin, T., Makol, B., Racz, S., & De Los Reyes, A. (2021). Multi-informant assessments of adolescents' fears of negative and positive evaluation: Criterion and incremental validity in relation to observed behavior. *Journal of Psychopathology and Behavioral Assessment, 43*, 58–69. https://doi.org/10.1007/s10862-020-09855-y

Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge University Press. https://doi.org/10.1017/CBO9780511813085

Busch, C., Wiesenthal, N., Mohammed, T., Anderson, S., Barstow, M., Custalow, C., Gajewski, J., Garcia, K., Gilabert, C., Hughes, J., Jenkins, A., Johnson, M., Kasper, C., Perez, I., Robnett, B., Tillett, K., Tsefrekas, L., Goodwin, E., & Cooper, K. (2023). The disproportionate impact of fear of negative evaluation on first-generation college students, LGBTQ+ students, and students with disabilities in college science courses. *CBE — Life Sciences Education, 22*(3), 1-16. https://doi.org/10.1187/cbe.22-10-0195

Carrillo, M., Ortega, M., & Pérez, H. (2019). School success in mathematics and the impact on interpersonal relations. *Journal of Physics: Conference Series, 1160*(1). https://doi.org/10.1088/1742-6596/1160/1/012026

Chung, S., Lount, R., Park, H., & Park, E. (2018). Friends with performance benefits: A meta-analysis on the relationship between friendship and group performance. *Personality and Social Psychology Bulletin, 44*(1), 63–79. https://doi.org/10.1177/0146167217733069

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press.

Dewaele, J.-M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research, 22*(6), 676–697. https://doi.org/10.1177/1362168817692161

Goffman, E. (1955). On face-work. *Psychiatry, 18*(3), 213–231. https://doi.org/10.1080/00332747.1955.11023008

Gomez, R., Watson, S., & Brown, T. (2023). Association of fear of negative evaluation with performance anxiety: Mediation by negative self-statements and moderation by positive self-statements during performance in adults. *Journal of Psychopathology and Behavioral Assessment, 45*, 650–658. https://doi.org/10.1007/s10862-023-10061-9

Grieve, R., Woodley, J., Hunt, S., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: A qualitative survey. *Journal of Further and Higher Education, 45*(9), 1281–1293. https://doi.org/10.1080/0309877X.2021.1948509

Hu, L., & Bentler, P. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*(1), 1–55. https://doi.org/10.1080/10705519909540118

Huang, Y. (2023). Examining the relationship between peer support and foreign language emotions in online learning: The mediating effect of self-efficacy. *Frontiers in Psychology, 14*. https://doi.org/10.3389/fpsyg.2023.1148472

Humphries, S., Aubrey, S., & King, J. (2023). Fluctuations in Japanese English majors' capacity to speak before, during and after studying abroad. *System, 133*, 103001. https://doi.org/10.1016/j.system.2023.103001

Jalleh, C., Mahfoodh, O., & Singh, M. (2021). Oral communication apprehension among Japanese EFL international students in a language immersion program in Malaysia. *International Journal of Instruction, 14*(2), 155–178. https://doi.org/10.29333/IJI.2021.14210a

Jin, Y., & Dewaele, J.-M. (2018). The effect of positive orientation and perceived social support on foreign language classroom anxiety. *System, 74*, 149–157. https://doi.org/10.1016/J.SYSTEM.2018.01.002

Kamal, M., Hodairiyah, H., & Wardi, M. (2025). The correlation between students' anxiety and speaking achievement. *Journal of Education and Learning, 19*(3), 1392–1400. https://doi.org/10.11591/edulearn.v19i3.21740

Karunanayake, K. (2022). Sources of second language speaking anxiety: An investigation into the lecturers' perspective. *International Journal of KIU, 3*(2), 90–97. https://doi.org/10.37966/ijkiu2022032028

Kurdi, S., & Meena, R. (2023). The students' perception towards the use of icebreakers, warmers, and energizers in EFL classrooms: A tertiary study. *Arab World English Journal, 14*(4), 233–251. https://doi.org/10.24093/awej/vol14no4.14

Lamere, A., & Kennedy, K. (2020). Examining the effect of personal classroom friendships with online learning. *World Journal of Education and Humanities, 2*(3), 61–70. https://doi.org/10.22158/wjeh.v2n3p61

Leary, M. (1983). A brief version of the fear of negative evaluation scale. *Personality and Social Psychology Bulletin, 9*(3), 371–375. https://doi.org/10.1177/0146167283093007

Lee, J. (2018). Negotiations and criticisms in L2 peer review sessions. *Modern English Education, 36*, 59–71. https://doi.org/10.18095/meeso.2018.19.4.59

Madden, O., & Robinson, R. (2025). Using an innovative icebreaker in EFL classes to assess and enhance students' speaking competence. *International Journal of Language Instruction, 4*(1), 1–19. https://doi.org/10.54855/ijli.25411

Maeda, K., Sekiguchi, M., Horiuchi, S., Weeks, J. W., & Sakano, Y. (2015). Reliability and validity of a Japanese version of the Fear of Positive Evaluation Scale. *Anxiety Disorder Research, 6*(2), 113–120. https://doi.org/10.14389/jsad.6.2_113

Miyazoe, T. (2009). Sense of class community in an LMS-based blended learning in a Japanese university context. In G. Siemens & C. Fulford (Eds.), *Proceedings of EdMedia 2009 world conference on educational multimedia, hypermedia & telecommunications* (pp. 67–72). Association for the Advancement of Computing in Education. https://www.learntechlib.org/primary/p/31485/

Muroya, A. (2023). Interpreting unwillingness to speak L2 English by Japanese EFL learners. *Open Linguistics, 9*(1), 20220227. https://doi.org/10.1515/opli-2022-0227

Nguyen, M. (2008). Criticizing in an L2: Pragmatic strategies used by Vietnamese EFL learners. *Intercultural Pragmatics*, *5*(1), 41–66. https://doi.org/10.1515/IP.2008.003

Okawa, S., Arai, H., Sasagawa, S., Ishikawa, S., Norberg, M., Schmidt, N., Kwon, J., Rapee, R., & Shimizu, E. (2021). A cross-cultural comparison of the bivalent fear of evaluation model for social anxiety. *Journal of Behavioral and Cognitive Therapy, 31*(3), 205–213. https://doi.org/10.1016/j.jbct.2021.01.003

Okawa, S., Noda, S., & Weeks, J. (2024). Japanese translation of the Concerns of Social Reprisal Scale and examination of the bivalent fear of evaluation model for social anxiety in Japan. *Japanese Psychological Research*. https://doi.org/10.1111/jpr.12505

Okyar, H. (2023). Foreign language speaking anxiety and its link to speaking self-efficacy, fear of negative evaluation, self-perceived proficiency and gender. *Science Insights Education Frontiers, 17*(2), 2715–2731. https://doi.org/10.15354/sief.23.or388

Phipps, J. (2023). The validation of two L2 self-efficacy instruments using Rasch analysis. *Research Methods in Applied Linguistics, 2*(3), 100084. https://doi.org/10.1016/j.rmal.2023.100084

Pulaski, M. (2007). Getting to know you: Breaking the ice in the public speaking course. *Communication Teacher, 21*(2), 58–61. https://doi.org/10.1080/17404620701529480

Rassaby, M., Spaulding, I., & Taylor, C. (2024). Fear of positive evaluation and social affiliation in social anxiety disorder and major depression. *Journal of Anxiety Disorders, 107*, 102931. https://doi.org/10.1016/j.janxdis.2024.102931

Rovai, A. (2002). Development of an instrument to measure classroom community. *The Internet and Higher Education, 5*(3), 197–211. https://doi.org/10.1016/S1096-7516(02)00102-1

Solhi, M. (2023). Do L2 teacher support and peer support predict L2 speaking motivation in online classes? *The Asia-Pacific Education Researcher, 33*, 829–842. https://doi.org/10.1007/s40299-023-00767-5

Stein, M., & Nash, T. (2020). Icebreakers for adults: AEC693/WC356, 5/2020. *EDIS, 2020*(3). https://doi.org/10.32473/edis-wc356-2020

Theobald, E., Eddy, S., Grunspan, D., Wiggins, B., & Crowe, A. (2017). Student perception of group dynamics predicts individual performance: Comfort and equity matter. *PLoS ONE, 12*(7), e0181336. https://doi.org/10.1371/journal.pone.0181336

Wali, A., Popal, A., Ozam, K., & Nibrass, B. (2025). Start strong, finish stronger: Classroom warm-ups as a bridge to student's learning. *Journal of Social Sciences & Humanities, 2*(2), 53–62. https://doi.org/10.62810/jssh.v2i2.56

Wang, D., Jeng, Y., Chiang, C., & Huang, Y. (2021). Exploring the cohesion of classroom community from the perspectives of social presence and social capital. *Journal of Computing in Higher Education, 34*, 39–59. https://doi.org/10.1007/S12528-021-09277-Z

Weeks, J., Heimberg, R., & Rodebaugh, T. (2008). The Fear of Positive Evaluation Scale: Assessing a proposed cognitive component of social anxiety. *Journal of Anxiety Disorders, 22*(1), 44–55. https://doi.org/10.1016/j.janxdis.2007.08.002

Wentzel, K., Jablansky, S., & Scalise, N. (2018). Do friendships afford academic benefits? A meta-analytic study. *Educational Psychology Review, 30*(1), 1241–1267. https://doi.org/10.1007/S10648-018-9447-5